ATHABASCA UNIVERSITY

TITLE OF THESIS/DISSERTATION (APA ≤ 12 words)

BY

STUDENT FULL NAME

A THESIS/DISSERTATION

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

 [INSERT FULL NAME OF DEGREE]

FULL NAME OF FACULTY

ATHABASCA, ALBERTA

MONTH, YEAR

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# **Approval Page**

This page is prepared by the Faculty of Graduate Studies and given to the student for insertion into their thesis/dissertation immediately after the title page.

Page numbering starts on page ii, Roman numbering (lower case) for prefatory pages. Titles for prefatory pages are not bold.

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# ****Dedication****

Optional page dedicated to an important person or people. First line of each paragraph is indented.

# ****Acknowledgement****

Optional page dedicated to other contributions to the thesis/dissertation. First line of each paragraph is indented.

# ****Abstract****

This page is required for all graduate theses and dissertations. An abstract is a short paragraph explaining the major points and conclusions of the thesis. It must be double-spaced. For master’s theses, the abstract must be no more than 150 words, while doctoral abstracts can be no longer than 350 words. References are not included in the abstract. (APA- First line not indented for abstract)

*Keywords:* list keywords to make your work easily searchable (APA – Indented with no period and keywords should be right under abstract)

#  ****Preface****

Optional preliminary statement to introduce the work and explain its scope, intention and background. Some use it to give a personal context to the work where this voice is suppressed by the academic language of the dissertation. First line of each paragraph is indented.

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# ****List of Symbols, Nomenclature, or Abbreviations****

List if there are any. This is separate from the list of definitions. The lines are not indented as this is a list.

# Chapter 1. Introduction(or Significance of the Problem)

**(APA – Level 1 heading is uppercase and lower case, bold and centered.** Sentence starts on next line and indented.)

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference (Russell, 1999, p. 49).

## Introduction

**(APA – Level 2 heading is uppercase and lower case, bolded, and flush left. Sentence starts on next line and indented.)**

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference (Russell, 1999, pp. 7-10).

Note the body of text shown in this template demonstrates different ways to structure the thesis while illustrating APA formatting and the level of headings. Furthermore we have included citations with one page number, multiple page numbers, single and multiple authors, and when one author or multiple authors are used in a sentence. Also, in the Jones citation below, note that page numbers are not required if the text is paraphrased.

## Background

According to Russell and Jones (1999), distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference (pp. 7-10).

## Statement of Problem

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Purpose

## According to Jones (1998), APA style is a difficult citation format for first-time learners.

## Limitations and Delimitations

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Research Question

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference (Russell et al., 1999, pp. 7-10).

## Definition of Terms

This section is written as paragraphs not a glossary list of terms. Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference (Russell & Jones, 1999, pp. 7-10).

## Summary

Russell et al. (1999) suggest that distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

# Chapter 2. Review of the Literature

## Introduction

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference1.

## Concept One

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Concept Two

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Concept Three

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Summary

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

1 This is an example of a footnote according to APA guidelines. If the footnote is longer than one line, the footnote is single-spaced.

# Chapter 3. Theoretical Framework

## Introduction

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Statement of the Problem

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

**Purpose of the Research**

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

# Chapter 4. Methodology

## Introduction

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

### *Paradigm*

### Distance education is regularly compared to face-to-face education,

### with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

Level 3 heading APA- Flush left, bold, italic, upper and lower case (title case heading). Sentence follows on a new line and is indented (text starts a new paragraph).

***Epistemology***

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

***Research questions***

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

**Research Design**

***Participants***

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

***Sampling***

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

***Ethical considerations***

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

### *Reliability and validity*

### Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Results

### *Data collection*

### Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

### *Data analysis*

### Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

**Quantitative analysis of survey data.**Survey data was analyzed using software available to the student.

Level 4 heading APA- Indent, bold, upper and lower case (title case heading), period. Sentence follows after the period at the end of the heading (text starts on same line).

 ***Analysis of online students.***Survey data of online students was analyzed using statistical methods. Statistical data was compared to the data obtained for students in a traditional educational setting.

Level 5 heading APA- Indent, bold, upper and lower case (title case heading), italicized, period. Sentence follows after the period at the end of the heading (text on same line).

**Assumptions**

### Limitations. Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

 **Delimitations.** Distance education is…

**Summary**

# Chapter 5. Results

## Introduction

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Research Question One

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference (Table 1).

**Table 1**

*Distance Education Learning Outcomes in Participant Study*

|  |  |  |  |
| --- | --- | --- | --- |
| Participant | Outcome 1 | Outcome 2 | Outcome 3 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Number all tables and identify each with the word “Table” and its number in upper and lower case and bold (no suffix numbers such as 3a, 3b, etc.) with no period after the number. Whenever possible, the title and caption of each table should be on the same page as the table and under the table number. Both the table number and the title should be above the table. The title or caption should be in italics, not bold, with no period after the title and with capital letters for key words. The entire table should be on one page (in other words, not straddle across two pages), if possible. The table should be inserted as close as possible to the relevant text rather than putting the material in groupings at the end of the chapter or thesis/dissertation.

## Research Question Two That is a Title of a Long Research Question That Spans More Than One Line

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference (Figure 1).

**Figure 1**

*How to Create Figures in APA Style and What a Figure Title Would Look Like if it is Longer than One Line*



*Note*: A note describing the content in the figure would appear here.

Number all figures and identify each with the word “Figure” and its number (no suffix numbers like 3a, 3b, etc.) in upper and lower case and in bold. Whenever possible, the title and caption of each figure should be on the same page as the figure. The title of the figure should be under the figure number and be in italics with no period at the end of the title and with capital letters for key words. Figure number and titles should go at the top (above) the figure. The entire figure should be on one page, if possible. Figures should be inserted as close as possible to the relevant text rather than grouping them at the end of the chapter or thesis/dissertation. A note that contains the content of the figure may be included under the figure. The term “Note” should be in italics and followed by a period, and the description of the content should not be italicized and should end in a period.

## Research Question Three

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Summary

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

# Chapter 6. Discussion

## Discussion Research Question One

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Discussion Research Question Two

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Discussion Research Question Three

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Limitations

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

## Recommendations for Future Research

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

**Chapter 7. Conclusion**

Distance education is regularly compared to face-to-face education, with research asking whether the two modes are equally good and often resulting in a conclusion of no significant difference.

# References

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Cummings, J. N., Butler, B., & Kraut, R. (2002). The quality of online social relationships. *Communications of the ACM*, *45*(7), 103-108.

Miller A. (2024). Disabilities and User Experience. An Exploratory Case Study of Survey and Website Accessibility. Journal of Accessibility and Design for All, 14(2), 35–58. <https://doi.org/10.17411/jacces.v14i2.513>

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# Appendix A: Title

(APA – Upper case first letter only. Don’t need letter A if it’s the only appendix. Appendix should have a title.)

# Appendix B: Title

(APA – Each appendix starts on a new page)

# Appendix C: Title

# Appendix D: Title